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ABSTRACT

This book examines the influence of a body of international literature on the development of post-apartheid policies in higher education and training and in science and technology. Know as the "Mode Two" knowledge debate, it refers to the emergence of a new mode of knowledge production which is taking shape outside of existing academic disciplines and, in part, outside of the insularity of the traditional higher education institution. This new approach has its origins in the synergy and cross-fertilization taking place in the interstices between established disciplines, and in the interaction of higher education scientists with other knowledge practitioners from government and business. The book also examines a related phenomenon, the so-called "massification" and democratization of higher education worldwide over the past two decades. The book outlines the debates and controversies which the Mode Two thesis has triggered, chief among these being the questions of whether Mode Two knowledge privileges research at the expense of teaching, and whether Mode Two research will lead to the greater commercialization of knowledge production in South African higher education institutions. (Contains approximately 165 references.) (EV)

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